

SCHOOL YEAR 2017–18

# Scorecard User Guide



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS





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# Scorecard Overview

This section describes the purpose, uses and overall layout of the scorecard.



# PURPOSE AND USES

## Purpose

The purpose of the scorecard is to give parents, students and community members in the District of Columbia a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District.

Scorecards are available both in print and online at <http://profiles.dcps.dc.gov>. This User Guide is designed to help school staff and community members understand the various components of the scorecard as well as provide additional technical detail on each of the metrics displayed.

Parents seeking more information on their student's performance should contact their school principal. Suggestions for future releases of the scorecard can be addressed to the DCPS Office of the Chief of Staff, Data & Strategy team at [school.profiles2@dc.gov](mailto:school.profiles2@dc.gov).

## Who should use the scorecard and how?

### STUDENTS AND THEIR FAMILIES

- ✔ Compare schools' performance in advance of the My School DC common lottery and application deadline
- ✔ Highlight successes when fundraising for various school events
- ✔ Talk about the scorecard with your student's teacher during parent-teacher conferences
- ✔ Discuss the scorecard with other parents at community meetings

### SCHOOL ADMINISTRATORS AND STAFF

- ✔ Distribute print copies of the scorecard during parent events
- ✔ Discuss areas for improvement with school staff at faculty meetings
- ✔ Present the scorecard with your Comprehensive School Plan to your Local School Advisory Team
- ✔ Highlight successes on your school website



# SCHOOL PROFILE

The front page of the scorecard is designed to provide a high-level profile of the school, including a photograph of the school building and information about its programs and community partnerships. The majority of this information is reported directly by school principals and academic leadership teams.

DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

2017-18 SCHOOL SCORECARD

**Anacostia High School**

WARD  
8

GRADES  
9TH-12TH

Dear Parent or Guardian,

You are the most important partner in your child's education. DCPS wants to provide you with high-quality information on specific DCPS schools and the district overall. In this scorecard, you'll find information about student performance and progress, family and community engagement, and key school programs. The scorecard also includes ideas on how to engage with your school community. Parent engagement is critical to our schools' success. I hope this information will help you make the best decisions possible about your child's education.

and prepared to positively influence society and thrive in life. Please visit [dcps.dc.gov/capitalcommitment](http://dcps.dc.gov/capitalcommitment) to learn more.

You can look at school programs and performance online at [profiles.dcps.dc.gov](http://profiles.dcps.dc.gov). Together, we will support every student, at every school, every day.

Respectfully,

Antwan Wilson  
Chancellor

1601 16th St. SE Washington, DC 20020  
Phone: (202) 698-2155 | Fax: (202) 698-2188  
Principal: Eric Fraser | [eric.fraser@dc.gov](mailto:eric.fraser@dc.gov)  
Web Site: <http://profiles.dcps.dc.gov/Anacostia+High+School>  
School Hours: 8:45 a.m. – 3:15 p.m.

Anacostia High School currently serves students from the Ward 8 community. The school's modernization was completed in 2014, providing the community with exceptional facilities to house academic programs focused on preparing students for college and career. The school has incorporated the ASPIRE enrichment block into its curriculum, providing students with a wide range of offerings for student enrichment and an opportunity to engage in a variety of programs. The school strongly encourages students to participate in sports and cheerleading programs to build teamwork and leadership skills. The school also offers a variety of after-school programs to support students' academic and personal growth.

**PROGRAMS (2017-18)**

**ACADEMIC ENRICHMENT**

- College Board Educational Opportunity Fund
- DC College Success Foundation
- Project Lead the Way
- Advanced Placement Courses
- A.S.P.I.R.E. Enrichment Block

**WELLNESS AND FITNESS**

- Soccer

**ARTS AND CULTURE**

- Mentors Inc.
- Computer Science Academy
- Ergistic, Inc.
- World Languages: French & Spanish

**SPECIAL EDUCATION**

- Behavior & Education Support
- Communication Education Support
- Independent Learning Support
- Specific Learning Support

**ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION**

Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting planned milestones.

**STUDENT DEMOGRAPHICS (2016-17)**

Enrollment: **449**

- Black: 99%
- Hispanic/Latino: 1%
- White: 0%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%

English language learners: 0%

Economically disadvantaged: 100%

Special education: 31%

In boundary: 76%

**Legend:**

- Reward
- Rising
- Developing
- Focus
- Priority

These represent programs at a school that support students' academic progress.

These represent programs at a school that support the physical and/or mental well-being of students.

These represent programs at a school focused on developing students' artistic talents.

These represent programs at a school that support students' special education needs.



# SCORECARD METRICS

The metrics within the scorecard are aligned to the Effective Schools Framework and address Student Performance, Student Progress, Safe and Effective Schools, and Unique School Indicators. (Note that some school scorecards do not currently include these metrics.)

Data are displayed for school years 2015–16 and 2016–17 so school performance can be tracked over time.

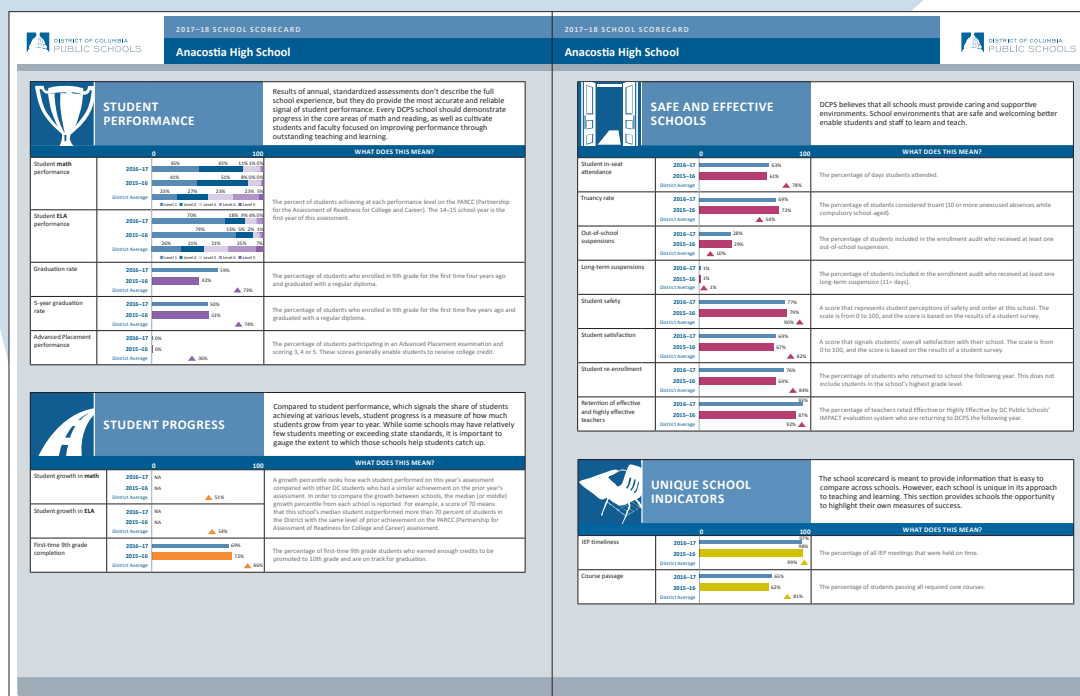
Performance on most metrics is displayed by two horizontal bar graphs, one for each of the two most recent school years.

Advanced Placement performance	2016–17	21%
	2015–16	18%
	District Average	36%

The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.

District averages for the most recent year are displayed when available beneath the bar graph.


Each metric contains a brief description of its definition and data source. More detail on each metric is provided in this User Guide.





# ADDITIONAL INFORMATION AND NEXT STEPS



The last page of the scorecard includes family and community engagement opportunities offered at the school as well as additional descriptive information, such as facilities and Metro route information.


 DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

2017–18 SCHOOL SCORECARD

Anacostia High School

<b>Facilities:</b> Art room <input checked="" type="checkbox"/> Auditorium <input checked="" type="checkbox"/> Computer lab <input checked="" type="checkbox"/> Gym <input checked="" type="checkbox"/> Media center <input checked="" type="checkbox"/> Music room <input checked="" type="checkbox"/> Outdoor recreation space <input checked="" type="checkbox"/> Pool <input type="checkbox"/> Science lab <input checked="" type="checkbox"/> <b>Other:</b> After school care <input type="checkbox"/> Before school care <input type="checkbox"/> School uniform <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/>	<b>Family and Community Engagement:</b> Parent organization <input checked="" type="checkbox"/>	<b>Feeder School(s):</b> Kramer Middle School Sousa Middle School	<b>Community Partnerships:</b> City Year National Honors Society Anacostia Economic Development Bank of America College Board Upward Bound Program DC Area Health Education Center DC College Access Program Public Safety Academy	<b>Career Academies/ CTE Programs:</b> Biomedical Sciences Computer Science Public Safety Academy
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**GETTING TO SCHOOL**  
 92 A31 A32 A33 B2 V2 V5 W6 W8 DCCirculator  


**WHAT YOU CAN DO**  
*Families play an essential role in supporting student success.*

**Talk to your child about school.** Your opinion and interest matter to your child. Ask your child about one thing he or she learned at school, and keep asking every day!

**Talk to your child's teacher(s).** Teachers and parents are on the same team. Ask teacher(s) about their expectations and goals for your child, and share your own. Brainstorm ways you can help your child at home to supplement learning at school.

**Stay up-to-date and informed about what's happening at school.** Pay attention to report cards, attendance, data, and any updates or newsletters coming home from school. If you have

any questions, don't hesitate to ask the teachers, principal, or staff. Find out what leadership opportunities are available, such as in parent organizations.

**Volunteer at school.** Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the main office or the library. For more information, contact the school's main office to determine specific needs or visit [dcps.dc.gov/page/volunteer-our-schools](http://dcps.dc.gov/page/volunteer-our-schools) for details about the volunteer clearance process.

**WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?**  

View scorecards of every DCPS school at: [profiles.dcps.dc.gov](http://profiles.dcps.dc.gov). You can search for DCPS schools based on the information that you care about, and you can also compare schools side by side.

**HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?**  

Website: [www.dcps.dc.gov](http://www.dcps.dc.gov)  
 Facebook: [FB.com/dcpublicschools](https://www.facebook.com/dcpublicschools)  
 Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)  
 Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)

# Scorecard Metric Detail

This section contains the definitions and detailed explanations for each metric included on the scorecard by metric type.

# IMPORTANT METRIC INFORMATION

## Background on the PARCC

Many metrics, particularly those in the Student Performance section of the scorecard, are based on the results of annual test scores. DC Public Schools administers the Partnership for Assessment of Readiness for College and Career (PARCC) assessment to measure the academic performance of students. These assessments are aligned to the Common Core State Standards, Next Generation Science Standards, and DC Standards.

There are five performance levels for the content areas measured by the PARCC: Level 1, Did not yet meet expectations; Level 2, Partially met expectations; Level 3, Approached expectations; Level 4, Met expectations; and Level 5, Exceeded expectations. Performance at Levels 4 or 5 indicates an overall understanding of the concepts, knowledge and skills required for the grade level to the extent of being on track for the next grade level in preparation for success in college and career; Levels 1–3 indicate lesser levels of understanding and readiness. Generally, students scoring at higher levels are able to apply such understanding to solve problems using learned strategies.

The first two Student Performance metrics concerning math and reading standards are derived from student performance on the PARCC. PARCC data can also be found at the Office of the State Superintendent of Education's (OSSE) website: <http://osse.dc.gov/parcc>.

## Definitions of scorecard templates

Note that different school types have unique scorecard layouts. In each of the metric descriptions in the following section, these abbreviations are used to show which templates include that metric:

**ES:** Elementary schools, middle schools, and Education Campuses serving up to grade 8

**HS:** High schools

**K–12:** Schools with grade 12 and a grade below 9

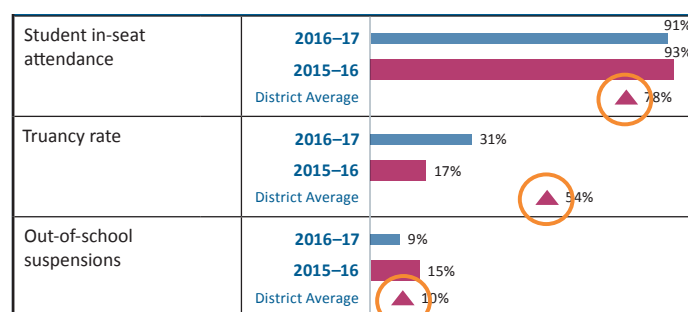
**A:** Alternative high schools

**SP:** Special education schools

**ST:** STAY (School to Aid Youth) evening schools

## District averages

When possible, District averages are displayed for the latest school year to put each school's performance in the context of the larger system. District averages are calculated using all DCPS students in the grades served by the school. For example, District averages on high school scorecards include all DCPS students in grades 9 through 12. Note: The District averages for all PARCC-related metrics are District-wide rather than grade-level specific.



## Minimum group size

Some metrics have a minimum number of 10 observations (or “n-size”) required to report a result. This minimum safeguards against statistical fluctuations that naturally occur in small samples and helps protect privacy. Minimum group sizes on the scorecard are 25 for PARCC performance level metrics and 10 for PARCC student growth metrics.



# METRIC DESCRIPTIONS



## Student Performance

Results of annual, standardized assessments do not describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

<p><b>Metric/s:</b> PARCC Math Student Performance Levels</p>	<p><b>Summary:</b> The percentage of students achieving at each performance level on the PARCC (Partnership for Assessment of Readiness for College and Career) Math assessment.</p> <p><b>Detailed Description and Technical Information:</b> This metric is calculated using definitions set forth in the OSSE Assessment and Accountability Manual, available online at <a href="http://osse.dc.gov/service/accountability">http://osse.dc.gov/service/accountability</a>. Students are excluded from these calculations if they are new to the United States or do not meet the Full Academic Year requirements.</p>	<p><b>Templates:</b> ES, HS, K-12, A</p>
<p><b>Metric/s:</b> PARCC ELA Student Performance Levels</p>	<p><b>Summary:</b> The percentage of students achieving at each performance level on the PARCC (Partnership for Assessment of Readiness for College and Career) Math assessment.</p> <p><b>Detailed Description and Technical Information:</b> This metric is calculated using definitions set forth in the OSSE Assessment and Accountability Manual, available online at <a href="http://osse.dc.gov/service/accountability">http://osse.dc.gov/service/accountability</a>. Students are excluded if they are new to the United States or do not meet the Full Academic Year requirements.</p>	<p><b>Templates:</b> ES, HS, K-12, A</p>
<p><b>Metric/s:</b> Graduation rate</p>	<p><b>Summary:</b> The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a regular diploma.</p> <p><b>Detailed Description and Technical Information:</b> The District of Columbia reports graduation rates based on the Four-Year and Extended-Year Adjusted Cohort Graduation methodology. This method focuses on four-year, on-time graduation for cohorts of first time 9<sup>th</sup> graders. This metric divides the total number of four-year graduates by the sum of first-time 9<sup>th</sup> graders four years prior and students transferring in between grades 9 and 12, minus students transferring out between grades 9 and 12.</p>	<p><b>Templates:</b> HS, K-12, A</p>



<b>Metric/s:</b> <b>5-year graduation rate</b>	<b>Summary:</b> The percentage of students who enrolled in 9th grade for the first time five years ago and graduated with a regular diploma.	<b>Templates:</b> HS, K-12, A
	<b>Detailed Description and Technical Information:</b> The District of Columbia reports graduation rates based on the Four-Year and Extended-Year Adjusted Cohort Graduation methodology. The Extended-Year Adjusted Cohort Graduation methodology is calculated the same way as the Four-Year Adjusted Cohort Graduation Rate but counts students who graduated within five years in the numerator and does not account for any school transfers in the fifth year.	
<b>Metric/s:</b> <b>Advanced Placement performance</b>	<b>Summary:</b> The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5 on at least one exam. These scores generally enable students to receive college credit.	<b>Templates:</b> HS, K-12
	<b>Detailed Description and Technical Information:</b> This metric uses annual data made available by the College Board. Results are based on all of the Advanced Placement examinations in which students participate and for whom a valid score is returned.	



## Student Progress

Compared to student performance, which signals the share of students achieving at various levels at a single point in time, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up. Student Progress focuses on how much individual students in a school improve their performance over time. These growth metrics take advantage of data on all students in the District of Columbia to enable fair comparisons across DC public and public charter schools.

The growth metrics in this section were computed as part of a statewide project led by the OSSE. Full technical information on the growth metrics is available on the OSSE website: <http://osse.dc.gov/publication/school-level-model-measure-student-achievement-over-time-technical-report>

### Metric/s: Student growth in math

**Summary:** This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement on the PARCC (Partnership for Assessment of Readiness for College and Career) math assessment. For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in the District with the same level of prior achievement.

**Templates:**  
ES, K-12

#### Detailed Description and Technical Information:

This metric is derived from a student growth percentile (SGP) model using data on all students testing in grades 3–8 in the District of Columbia. As a result, median growth percentiles (MGPs) at the school-level are comparable across DC public and public charter schools, are calculated by the OSSE.

### Metric/s: Student growth in ELA

**Summary:** This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement on the PARCC (Partnership for Assessment of Readiness for College and Career) ELA assessment. For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in the District with the same level of prior achievement.

**Templates:**  
ES, K-12

#### Detailed Description and Technical Information:

This metric is derived from a student growth percentile (SGP) model using data on all students testing in grades 3–8 in the District of Columbia. As a result, median growth percentiles (MGPs) at the school-level are comparable across DC public and public charter schools, are calculated by the OSSE.

**Metric/s:**  
**First-time**  
**9<sup>th</sup> grade**  
**completion**

**Summary:** The percentage of first-time 9<sup>th</sup> grade students who earned enough credits to be promoted to 10<sup>th</sup> grade. These students are on track for on-time graduation.

**Templates:**  
HS, K-12, A

**Detailed Description and Technical Information:**

Students' first 9<sup>th</sup> grade year is determined based on transcript information documented by the school. Grade 10 status is based on students' completion of at least six credits, including Algebra I and English I, by the end of the school year or in summer school. Students are associated with schools based on their school of enrollment at the end of the year.



## Safe and Effective Schools

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

Metrics in the Safe and Effective Schools section are based on data related to a school's culture, such as attendance and behavior. While school culture is necessarily hard to measure, DCPS believes these indicators are closely linked to student achievement in a school.

<b>Metric/s:</b> Student In-seat Attendance	<b>Summary:</b> The percentage of days students attended.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> In-Seat Attendance is calculated by dividing the total days each student attends school by the membership, or enrolled, days of each student. Most excused absences are counted as absences. School authorized activities, such as field trips, are not considered an absence.	
<b>Metric/s:</b> Truancy Rate	<b>Summary:</b> The percentage of students regarded as truant (10 or more unexcused absences while compulsory school-aged).	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> This metric uses end-of-year data to calculate the percent of chronically truant students at a school. A student is considered chronically truant if they have accrued 10 or more unexcused absences while compulsory school-aged. Beginning in school year 2016-17, all students enrolled for at least 10 membership days while compulsory aged at the school throughout the school year are included, even if they withdrew or turned 18 before the end of the year. The school year 2015-16 metrics have been re-calculated using the new definition for better comparability.	
<b>Metric/s:</b> Out-of-school suspensions	<b>Summary:</b> The percentage of students included in the enrollment audit who received at least one out-of-school suspension.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> This metric is calculated by dividing the total number of students with at least one out-of-school suspension (as defined by Chapter 25 of the District of Columbia Municipal Regulations) by the total number of registered students in a school as of October 5 of each school year.	





<b>Metric/s:</b> Long-term suspensions	<b>Summary:</b> The percentage of students included in the enrollment audit who received at least one long-term suspension (11 or more days).	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> This metric is calculated by dividing the total number of students with at least one long-term suspension (as defined by Chapter 25 of the District of Columbia Municipal Regulations) by the total number of registered students in a school as of October 5 of each school year.	
<b>Metric/s:</b> Student safety	<b>Summary:</b> A score that represents student perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a student survey.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> A description of the items used for this scale is located in Appendix I.	
<b>Metric/s:</b> Student satisfaction	<b>Summary:</b> A score that signals students' overall satisfaction with his or her school. The scale is from 0 to 100, and the score is based on the results of a student survey.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> A description of the items used for this scale is located in Appendix I.	
<b>Metric/s:</b> Student re-enrollment	<b>Summary:</b> The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.	<b>Templates:</b> ES, HS, K-12, A, SP, ST
	<b>Detailed Description and Technical Information:</b> This metric calculates the percentage of students enrolled at the school on May 31 <sup>st</sup> and also enrolled on October 5 <sup>th</sup> of the following year. Students in the school's highest grade level are excluded. Students repeating or skipping a grade still count as re-enrolled; this metric does not track grade-level promotion.	
<b>Metric/s:</b> Retention of effective and highly effective teachers	<b>Summary:</b> The percentage of teachers rated Effective or Highly Effective who return to DCPS the following year.	<b>Templates:</b> ES, HS, K-12, A, SP, ST
	<b>Detailed Description and Technical Information:</b> This metric uses the IMPACT rating of all classroom teachers who are eligible to receive consequences and return to DCPS the following school year as of October 1 <sup>st</sup> .	



## Unique School Indicators

The school scorecard is meant to provide information that is easy to compare across schools. However, each school is unique in its approach to teaching and learning. This section provides schools the opportunity to highlight their own measures of success by choosing two of the following metrics.

<b>Metric/s:</b> <b>PARCC Math Performance Level Change</b>	<b>Summary:</b> The percentage of all 4–8 graders who moved up at least one performance level from one year to the next on the PARCC Math assessment.	<b>Templates:</b> ES, K-12
<b>Detailed Description and Technical Information:</b> The base population of students excludes any student who was already at a level 5 the first year, as well as any students who took the NCSC/MSAA instead of PARCC.		
<b>Metric/s:</b> <b>PARCC ELA Performance Level Change</b>	<b>Summary:</b> The percentage of all 4–8 graders who moved up at least one performance level from one year to the next on the PARCC ELA assessment.	<b>Templates:</b> ES, K-12
<b>Detailed Description and Technical Information:</b> The base population of students excludes any student who was already at a level 5 the first year, as well as any students who took the NCSC/MSAA instead of PARCC.		
<b>Metric/s:</b> <b>8th Grade PARCC – Algebra 1 - % scoring 4 or 5</b>	<b>Summary:</b> The percentage of all 8 <sup>th</sup> graders who took the Algebra 1 PARCC and scored either a 4 or a 5.	<b>Templates:</b> ES, K-12
<b>Detailed Description and Technical Information:</b> The base population of students consists of those 8th graders who took the Algebra I PARCC as their required PARCC assessment, but excludes any student who took the NCSC/MSAA instead of PARCC.		
<b>Metric/s:</b> <b>8th Grade PARCC – Geometry - % scoring 4 or 5</b>	<b>Summary:</b> The percentage of all 8 <sup>th</sup> graders who took the Geometry PARCC and scored either a 4 or a 5.	<b>Templates:</b> ES, K-12
<b>Detailed Description and Technical Information:</b> The base population of students consists of those 8th graders who took the Geometry PARCC as their required PARCC assessment, but excludes any student who took the NCSC/MSAA instead of PARCC.		



<b>Metric/s:</b> <b>Students with 90% Attendance</b>	<b>Summary:</b> The percentage of students who have attended 90% or more school days.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> The percentage of currently registered students who have a 90% or higher individual in-seat attendance (ISA) in their current enrollment. Registration status reflects school of enrollment at the end of the school year.	
<b>Metric/s:</b> <b>Students with 95% Attendance</b>	<b>Summary:</b> The percentage of students who have attended 95% or more school days.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> The percentage of currently registered students who have a 95% or higher individual in-seat attendance (ISA) in their current enrollment. Registration status reflects school of enrollment at the end of the school year.	
<b>Metric/s:</b> <b>Home visits per 100 students</b>	<b>Summary:</b> The number of home visits made per 100 students in the school.	<b>Templates:</b> ES, K-12
	<b>Detailed Description and Technical Information:</b> The number of home visits made at this school, out of every 100 students enrolled at the school as defined by the enrollment audit.	
<b>Metric/s:</b> <b>World Language Enrollment</b>	<b>Summary:</b> The percentage of students enrolled in one or more world language courses.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> The number of students enrolled in at least world language course, out of all the students enrolled at the school. This metric only includes students in grades 6–12.	
<b>Metric/s:</b> <b>Advance Placement (AP) Enrollment</b>	<b>Summary:</b> The percentage of students enrolled in one or more AP courses.	<b>Templates:</b> HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> The number of students enrolled in at least one AP course at the school, out of all the students enrolled at the school.	



<b>Metric/s:</b> TRC Proficiency	<b>Summary:</b> The percentage of students achieving proficient or above proficient in Text Reading Comprehension (TRC).	<b>Templates:</b> ES
	<b>Detailed Description and Technical Information:</b> Proficiency levels are determined at the end of school year TRC assessment.	
<b>Metric/s:</b> IEP Timelines	<b>Summary:</b> The percentage of all IEP meetings that were held on time.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> The number of IEP meetings held on time, divided by the total number of IEP meetings held on time plus the number of IEP meetings held late plus the number of IEP meetings due but not held.	
<b>Metric/s:</b> Course Passage	<b>Summary:</b> The percentage of students passing all required core courses.	<b>Templates:</b> ES, HS, K-12, A, ST
	<b>Detailed Description and Technical Information:</b> The percentage of students who earned a passing mark in all four core courses in the current school year, out of all students who have attempted all four core courses this school year. For high schools, core courses are defined as courses in English, Math, Science, and Social Studies that count toward graduation. For middle schools, courses are English, Math, Science, and Social Studies courses.	



## APPENDIX I: STUDENT SURVEY METRICS

On the student surveys, respondents were asked to indicate their agreement with the statements using the following scale (unless otherwise specified): Strongly Agree, Agree, Disagree, and Strongly Disagree. The scorecard metric values calculated using these responses are Student Safety and Student Satisfaction.

### Student safety

Question
I feel safe around my peers when an adult is not around.
I feel safe in my classes.
I feel safe in the hallways and bathrooms of the school.
I feel safe traveling to and from school.
I feel safe outside around the school.

### Student satisfaction

Question
I would recommend my school to other students.
My family is welcome at my school.
We have enough teaching materials (like books, photocopies, and calculators) for all.
My school is clean and well maintained.
I feel safe at my school.
Adults maintain control of my school.
My school offers good after-school options.
I like my school.



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

District of Columbia Public Schools  
1200 First Street, NE  
Washington, DC 20002  
[www.dcps.dc.gov](http://www.dcps.dc.gov)